LESSON PLANNING GUIDE
CONYERS MIDDLE SCHOOL – 2014-2015

Content Area	Social Studies
Grade/Course	Seventh/World Studies
Unit of Study	Southwest Asia Religion and Government
Instructional Period	1,2,5,6
Duration:	4 Weeks

Insert a standard(s) below (include code). HIGHLIGHT the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.

SS7G8 The student will describe the diverse cultures of the people who live in Southwest Asia (Middle East).
c. Compare and contrast the prominent religions in Southwest Asia (Middle East): Judaism, Islam, and Christianity.
d. Explain the reason for the division between Sunni and Shia Muslims.
e. Evaluate how the literacy rate affects the standard of living.
SS7CG4 The student will compare and contrast various forms of government.
a. Describe the ways government systems distribute power: unitary, confederation, and federal.
b. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic.
c. Describe the two predominant forms of democratic governments: Parliamentary and Presidential.
SS7CG5 The student will explain the structures of the national governments of Southwest Asia (Middle East).
a. Compare the parliamentary democracy of the State of Israel, the monarchy of the Kingdom of Saudi Arabia, and the theocracy of the Islamic Republic of Iran, distinguishing the form of leadership and the role of the citizen in terms of voting rights and personal freedoms.

List Behaviors	List Content	Determine DOK	
Compare and contrast	Judaism	**DOK Levels**	**DOK Ceiling**
Describe	Christianity		
Explain	Islam	**1**	
Evaluate	Sunni and Shia Muslims	**2**	
Compare	Literacy Rate and GDP	**3**	**4**
Distinguish	Unitary, Confederate, and Federal Governments	**4**	
	Autocratic, Oligarchic, and Democracy Governments		
	Presidential and Parliamentary Democracy		

DOK Level	Possible Aligned Activities and Questions	Resources (on/offline) TAPS 2, 3, 4, 5
DOK 1	Students will be able to recall all vocabulary words associated with religions and governments in the Middle East by using the choice Tic Tac Toe Board. Students will describe the characteristics of governments with the use of Cornell Notes and constructed response questions. • What are Unitary,	• Multiple informational sources • Vocabulary handouts • Tic Tac Toe Boards

Strategy 1: Create a rigorous system of teaching and learning   **Action Steps:** 1, 2, 3, 6
Specific Results: Institutionalize Cycle for Results   **Performance Indicator:** Teacher lesson plans

	Confederate, and Federal Governments? • What are Autocratic, Oligarchic, and Democracy Governments? • What are Presidential and Parliamentary Democracy	
DOK 2	Students will organize, represent, and interpret data from 6 different countries to evaluate how the literacy rate affects the standard of living. Students will conduct individual research on a country and will create a chart with a group to present to the class on different statistics. • How does literacy rate affect the standard of living? Students will be able identify and summarize the major events leading to the split of the Sunni and Shia Muslims using the Southern Center for International Studies *World in Transition: The Middle East in Transition,* "Who are the Shia within Islam?" (see pages 209-214) lesson plan. • What is the reason for the division between Sunni and Shia Muslims?	• Maps • www.cia.gov statistics • informational text • charts • Southern Center for International Studies *World in Transition: The Middle East in Transition,* "Who are the Shia within Islam?" (see pages 209-214)
DOK 3	Student will compare and contrast the diversity of religions among the ethnic groups in SW Asia with graphic organizers, PowerPoints, and informational texts. • How are the religions of the Arabs, Persians, and Kurds diverse?	• ethnic informational readings • ethnic primary sources • www.unitedstreaming.org for video clips of ethnic groups • Graphic organizers • PowerPoints • *World in Transition, The Middle East in Transition* section on the Kurds, see pages 203-206.

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Students will work in groups of three to complete a timeline puzzle putting a series of dates and events in chronological order (approximate date and place of origin of Judaism, Christianity, and Islam, person associated with founding of the religion, approximate dates of divisions within the religions, and major historical events such as religious expansion and conflict). On a wall or a bulletin board, the teacher will have an incomplete timeline and will select a member from each group to place a different event on the timeline. This will lead to a class discussion of the chronological history of the region and religions. • How does the presence of Judaism, Christianity, and Islam within the same region influence the development of the region?	• Informational text • Timeline handout • Graphic organizers: Similarities and differences
Student will compare and contrast the diversity of governments within SW Asia with graphic organizers, PowerPoints, and informational texts. • How do the unitary, confederation, and federal government systems distribute power? • How do autocratic, oligarchic, and democratic governments determine citizen participation? • What are the components of parliamentary and	• Government Project Description and grading rubric • Multiple informational readings • Current event articles • PowerPoints • Venn Diagram

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	presidential government? • What distinguishes the form of leadership, public voting procedures and personal freedoms in the parliamentary democracy of the State of Israel, the monarchy of the Kingdom of Saudi Arabia, and the theocracy of the Islamic Republic of Iran?	
DOK 4	Students will describe and illustrate how common themes are found across texts from the different religions in the Middle East: Judaism, Christianity, and Islam. • What are the similarities and differences between Judaism, Islam, and Christianity? • How does the presence of Judaism, Christianity, and Islam within the same region influence the development of the region?	• PowerPoint • http://www.religionfacts.com/big_religion_chart.htm • Venn diagram • Primary and secondary sources • Informational texts

DOK Level	Possible Aligned Assessment Items/Tasks	Resources (on/offline) TAPS 2, 3, 4, 5
DOK 1	Weekly 5 term Vocabulary Progressive Benchmark assessment Sunni and Shia Facebook Profile- Performance Task Informal observation	
DOK 2	9 week constructed response assessment Benchmark assessment	
DOK 3	9 week constructed response assessment Constructed response	

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	dialogue and discussion Benchmark assessment	
DOK 4	Monotheistic Religions Brochure or story book Performance Task Government Project Benchmark assessment	• PowerPoint • http://www.religionfacts.com/big_religion_chart.htm • Venn diagram • Primary and secondary sources • Informational texts • Grading Rubric

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